

EXECUTIVE SUMMARY**Title:** **Presentation of 2007 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina****Type of Executive Summary:**

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute #115C-85-86.93
 SBE Policy #HSP-H-000, HSP-H-001, HSP-H-006, HSP-H-007
 SBE Policy Amendment
 SBE Policy (New)
 APA #16NCAC 6D.0204, .0205, .0206
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services), Dr. Susan Purser, (Chair, N. C. Textbook Commission), and Mrs. Charlotte N. Hughes (Special Assistant/Textbook Adoption Administrator, Curriculum and School Reform Services)

Description:

The *Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* is submitted each year in April to the State Board of Education for approval. The *2007 Invitation* is presented for discussion this month to allow the SBE opportunity for input before the *Invitation* is presented for action in April. The call for textbooks in 2007 is for Business and Technology Education, 6-12, Marketing Education, 9-12, and Social Studies, K-12. The *Invitation* includes rules and regulations based on General Statutes, Administrative Code, and State Board Policy that govern the adoption process. As directed by State Board Policy (HSP-H-007), the *2007 Invitation* has been reviewed by General Counsel to the Board. To view the revised *Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina*, please go to <http://www.ncpublicschools.org/textbook/publishers/invitation/>.

Resources:

Stipends for evaluators, NC Textbook Commission's expenses

Input Process:

NC Textbook Commission, Educational Consultants from Social Studies, Business and Technology, and Marketing Education

Stakeholders:

Administrators, teachers, parents, and students in public schools; publishers on NC Textbook Registry

Timeline For Action:

Document presented to State Board of Education for discussion in March and action in April. After approval, the *2007 Invitation* will be e-mailed to all publishers listed on the North Carolina Publishers' Registry, and posted on Agency's web site.

Recommendations:

The Department requests that the Board approve the *2007 Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina* for the curriculum as presented.

 Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
 Specify: _____

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Sylvia Moore, 919-807-3819

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Textbooks

Policy ID Number: HSP-H-000

Policy Title: 16 NCAC 6D.0204 Policy defining the textbook adoption schedule

Current Policy Date: 08/03/1998

Other Historical Information: Previous board dates: 03/01/1990

Statutory Reference: GS 115C-89

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D
.0204

.0204 TEXTBOOK ADOPTION SCHEDULE

To ensure adequate time for the evaluation of textbooks presented to the SBE for adoption for use in the public schools, the Textbook Commission, the department and the SBE shall adhere, to the extent practicable, to the following schedule on and after January 1, 1990:

- (1) January. The Superintendent of Public Instruction will identify for the SBE all textbook contracts scheduled to expire during the next calendar year, and recommend whether such contracts should be renewed or new textbooks adopted the following year.
- (2) March. The Superintendent will present for the SBE's approval a review of the curriculum requirements as prescribed in the Standard Course of Study and Competency Based Curriculum for the areas for which textbooks are scheduled to be adopted that year.
- (3) April. The Superintendent will present for the SBE's approval the call letter and evaluation forms prepared by the Curriculum Review Committee for the textbooks scheduled for adoption that year. The Superintendent will forward approved call letters to publishers listed on the Textbook Company Register and will forward approved evaluation forms to the Textbook Commission.
- (4) June. Textbook publishers will forward textbooks presented by publishers for adoption to the Textbook Commission and other recipients designated in the call letter.
- (5) June 15 to August 1. The Regional Textbook Evaluation Advisory Committees will evaluate textbooks under the direction of the Textbook Commission.

- (6) August and September. The Textbook Commission will review the recommendations of the Regional Textbook Evaluation Advisory Committees, and will prepare its recommendations to the SBE.
- (7) October. The Textbook Commission will present its recommendations to the SBE. The SBE will adopt textbooks.
- (8) November and December. Local school systems review adopted textbooks and identify textbooks to be ordered. Local school systems will place orders before March 1 of the next year.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Textbooks

Policy ID Number: HSP-H-001

Policy Title: 16 NCAC 6D.0205 Policy establishing the textbook curriculum review committee

Current Policy Date: 08/03/1989

Other Historical Information:

Statutory Reference: GS 115C-89

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D
.0205

.0205 CURRICULUM REVIEW COMMITTEE

- (a) The Superintendent of Public Instruction shall appoint a Curriculum Review Committee to advise him about criteria to be included in each call letter to publishers requesting submission of textbooks for evaluation and adoption, and the development of forms for evaluation of textbooks presented for adoption.
- (b) The committee shall be organized and selected by the Superintendent of Public Instruction. The Committee should include, in addition to members of the department, representatives from local school systems, the Textbook Commission, and the community.
- (c) The committee shall begin performing its duties at least one year before the issuance of letters to publishers calling for submission of textbooks for evaluation and adoption.
- (d) The committee's responsibility is to help ensure that textbooks presented for adoption are evaluated for their conformity to the Standard Course of Study and the Competency Based Curriculum, and that the textbooks adopted in fact conform to the Standard Course of Study and the Competency Based Curriculum. The committee shall develop criteria to be included in each call letter and textbook evaluation forms that reflect the requirements of the Standard Course of Study and the Competency Based Curriculum.
- (e) The committee shall present the criteria and forms it develops to the Superintendent of Public Instruction for review and approval, and shall then present the criteria and forms to the SBE for review and adoption.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Textbooks

Policy ID Number: HSP-H-006

Policy Title: 16 NCAC 6D.0208 Policy and procedure governing the North Carolina textbook company register

Current Policy Date: 08/03/1989

Other Historical Information:

Statutory Reference: GS 115C-89

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6D .0208

.0208 TEXTBOOK COMPANY REGISTER

- (a) In accordance with G.S. 115C-94, the Superintendent of Public Instruction shall maintain a register of all publishers who submit books for adoption by the SBE. The Superintendent shall prescribe the information required for registration.
- (b) Only registered companies will receive notice of proposed textbook adoptions by the SBE.
- (c) The Superintendent shall remove from the Textbook Company Register any publisher whose representatives attempt to exercise undue pressure of any kind to adopt its books upon a member of the Textbook Commission, the regional textbook evaluation advisory committees, the curriculum review committee, or the department.
- (d) The SBE shall direct the Superintendent of Public Instruction to remove from the Textbook Company Register any publisher whose representatives attempt to exercise undue pressure of any form upon a member of the SBE to adopt its books.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: High Student Performance

Category: Textbooks

Policy ID Number: HSP-H-007

Policy Title: Policy amending the textbook adoption process

Current Policy Date: 11/01/2001

Other Historical Information: Previous board dates: 02/01/1996

Statutory Reference: GS 115C-85 - 102

Administrative Procedures Act (APA) Reference Number and Category:

A. The evaluation form used by Textbook Commission members shall be revised to include the following changes:

1. Part I-Compatibility with the North Carolina Curriculum
Add to Part I-Compatibility with the North Carolina Curriculum a section for comments that will serve as documentation for the member's evaluation of "acceptable" or "not acceptable."

Add to Part I the following directions: "If the evaluation of Part I indicates materials are not compatible with the North Carolina Curriculum, then do not proceed with the remaining portion of the evaluation sheet." This section must receive at least two "yes" tallies in order to be recommended. Supporting documentation must be given in the documentation section.
2. Part II and Part III-General and Specific Criteria
Add to Part II, Specific Criteria, and Part III, General Criteria, sections for comments to document tallies.
3. Part IV-Overall Analysis
Each Textbook Commission member will complete their overall analysis of materials being evaluated after the commission deliberates. Part IV indicates each commissioner's vote. A documentation section is also added to Part IV.
4. Scoring
 - (a) Limit all answers to acceptable or not acceptable.
 - (b) Comments should provide documentation for positive or negative tallies.

- (c) Tallies shall reflect the overall recommendation in Part IV.
 - (d) Failing Part I eliminates a program from further consideration.
- B. A publisher may submit a title or titles in no more than two subject categories which are outlined in the Invitation to Submit... The submitting publisher shall be responsible for placing titles in the categories.
- C. A period of time shall be set aside for the Textbook Commission to meet and deliberate before a list of textbook recommendations is taken to the State Board of Education for adoption. Prior to the October Board meeting, publishers will have time to present additional information to the commission if their title(s) have been excluded from the list of recommendations. Further, the following policy for reconsideration shall be established.
 - 1. The Textbook Commission shall meet to determine recommendations to present to the State Board of Education and shall complete those deliberations no later than the 10th of September, unless unforeseen circumstances prevent adherence to this deadline.
 - 2. At the conclusion of deliberations, each publisher whose submission(s) have not been recommended will have the opportunity to submit additional information that might assist the Textbook Commission in re-assessing its recommendation. This additional information shall be presented verbally to the Commission. The Textbook Commission will advise publishers who wish to be heard about the format for the verbal presentation. If, after hearing the additional information, the Textbook Commission votes to alter its recommendation, the Commission will advise the publisher as soon as that decision is made and document reasons in support of the decision.
 - 3. All submitting publishers shall be notified by the Textbook Commission about the list of its recommendations on or before the 15th of September.
 - 4. Documentation will accompany reports of "not recommended" titles.
 - 5. If the "not recommended" status is retained after the Textbook Commission has heard the additional information and a publisher has further documentation to substantiate reconsideration, a publisher may complete and file a Publisher's Response Form for Reconsideration of Not-Recommended Materials.
 - 6. Completed forms for reconsideration must be submitted in writing to the State Board of Education, Executive Director, on or before the 22nd of September. The completed form shall be no longer than 2 single-sided pages.
 - 7. Copies of the reconsideration form will be forwarded to the State Board counsel, State Board members, State Superintendent, and Textbook Commission members by the Executive Director.

8. The State Board shall consider each request, with the aid of counsel, and shall inform each publishing company regarding its findings at the October State Board meeting.
 9. A publishing company shall not contact any State Board member personally to discuss the reconsideration of a Textbook Commission recommendation.
 10. All adoption decisions made by the State Board of Education shall be final.
- D. Include in the call letter, the Invitation to Submit Textbooks for Evaluation and Adoption, the following information about contact with State Board of Education members and Textbook Commission members:
1. The Commission may meet publicly with representatives of publishers to discuss the Commission's plans and procedures for adoption of textbooks.
 2. At no time during the adoption process (from the time the State Board approves the call letter in April until the State Board adopts the list of textbooks in October) may the Commission or any of its members meet privately with any publisher's representatives.
 3. The Superintendent shall remove from the Textbook Company Register any publisher whose representatives attempt to exercise undue pressure of any kind to adopt its books upon a member of the Textbook Commission, the regional textbook evaluation advisory committees, the curriculum review committee or the staff of the Department of Public Instruction.
 4. The State Board of Education shall direct the Superintendent of Public Instruction to remove from the Textbook Company register any publisher whose representatives attempt to exercise undue pressure of any form upon a member of the State Board of Education to adopt its books.

For purposes of restrictions, "undue pressure" means personal contact (other than with the Executive Director of the State Board of Education or the Textbook Selections Coordinator of the Department of Public Instruction), whether in person, or by telephone, that attempts to advocate for the selection of a particular book or series of books. "Undue pressure" does not include social contact or presentations to the Textbook Commission as a whole, and does not include written communication with Textbook Commission members or agency officials following acceptance or rejection of a submission in an effort to seek clarification or reconsideration.

- E. In an effort to insure that the textbook selection process is conducted in an impartial and ethical manner, the following shall be enacted:
1. On an annual basis, the State Board of Education shall devote a portion of its March meeting to review the Board's responsibilities to select and adopt textbooks as specified in GS 115C-85 - GS 115C-102.
 2. At this meeting, the Board shall also review those statutes related to the appointment of the Textbook Commission, the Commission's responsibilities, the

selection of textbooks, and other statutes in GS 115C pertaining to textbooks and contracting with publishers.

3. The members of the State Board of Education shall be informed annually of the legal and ethical considerations of discussions with textbook company representatives during the textbook selection process.
 4. At the beginning of each four-year selection cycle for the Textbook Commission, all members shall receive extensive training regarding rules, regulations, and the textbook selection process as outlined in the law, and in State Board of Education policy. It is recommended that the members also review annually any legal and ethical considerations related to their role, as well as any changes etc. related to the process that might be considered.
 5. The Commission Chairperson shall annually, in June, prior to the hearings for publishers to present the textbooks which will be submitted to the Commission, conduct an information session for all publishers' representatives for the purpose of discussing pertinent issues related to the current adoption.
- F. General Counsel to the State Board of Education shall review and approve the Invitation to Submit Textbooks for Evaluation and Adoption, prior to the call letter being presented to the State Board of Education in March of each year.
- G. By April 1 each publishing company piloting textbook materials being submitted for consideration in the current adoption year shall notify the Textbook Commission, in writing, which materials are being piloted and in which districts materials are being piloted. The Textbook Commission shall notify all local superintendents, involved in piloting textbook materials prior to the end of the textbook selection process, that the materials they are piloting may or may not be accepted by the Commission.
- H. The Textbook Study Committee shall remain as an ad hoc committee to the State Board to reconvene as needed.

EXECUTIVE SUMMARY

Title: Middle Grades Education and High School Graduation Requirements

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # HSP-M-001, HSP-N-004
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services), Dr. Wandra C. Polk (Director, Division of Secondary Education), Ms. Everly Broadway (Section Chief, Secondary Mathematics and Science), and Mr. Edd Dunlap (Section Chief, Middle Grades Mathematics and Science)

Description:

The State Board of Education requested information regarding the practice of students taking high school courses while they are in middle school. This information item presents background information and preliminary statistics that are relevant to this practice.

Resources:

N/A

Input Process:

Informal contacts with colleagues in the Association of State Supervisors of Mathematics, library research, middle and secondary content consultants.

Stakeholders:

Students, LEA and school personnel, business community

Timeline For Action:

This item is presented for discussion at the March 2007 meeting.

Recommendations:

State Board members are requested to discuss the information presented to them and provide feedback.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Amy Betsill, 919.807.3817

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: High Student Performance

Category: Course for Credit

Policy ID Number: HSP-M-001

Policy Title: Policy defining "Course for Credit"

Current Policy Date: 11/04/2004

Other Historical Information: Previous board dates: 05/05/1988, 08/02/2001, 02/07/2002, 12/05/2002, 07/01/2004

Statutory Reference: GS 115C-81

Administrative Procedures Act (APA) Reference Number and Category:

A credit course, one for which credit toward high school graduation is awarded and which qualifies as part of the instructional day:

- must consist of 150 clock hours of instruction in a traditional schedule or
- must consist of a minimum of 135 clock hours of instruction in a block schedule; developed curriculum guides, or Advanced Placement syllabi in which high school students are enrolled; and
- must be directed by a teacher.

Public University, Community College, and Private College Courses

- Courses taken for high school graduation requirements at community colleges and private or public colleges/universities are exempt from the 135 or 150 instructional hours with the exception of the following courses required for high school graduation, which must be taken at the high school:
 - English I, II, III, IV;
 - Algebra I, Algebra II, Geometry, and any higher level mathematics course with Algebra II as the prerequisite that will be used to fulfill the fourth mathematics requirement OR Integrated Mathematic I, II, III;
 - Biology, Earth/Environmental Science, and a physical science course that is used to fulfill the third science requirement;
 - Government/Economics (ELPS), US History, World Studies;
 - first year of a Second Language;
 - second year of the same Second Language; and
 - one credit of Health/Physical Education.

- Each local superintendent may grant a waiver to allow students to take the courses listed above at the Public University, Community College, and Private College and exempt them from the 135 or 150 instructional hour requirement, if these courses are not available to the student at his or her local high school. Courses taken at a Community College that have a corresponding end-of-course assessment at the high school require that the assessment be taken.
- Each local superintendent shall ensure that all required and elective courses have sufficient rigor, breadth, and depth to be awarded high school credit.

An online course qualifies for course credit if it meets the following requirements:

- The NC Standard Course of Study competency goals and objectives must be adopted, where available. Nationally validated standards for AP and IB must be used, where available.
- In the absence of a Standard Course of Study curriculum, the course must be designed such that a typical student would take 135-150 hours to complete. The principal, in consultation with a teacher certified in that content area, is ultimately accountable for determining whether the course is of sufficient depth and breadth and meets the state and/or nationally developed criteria for awarding credit.
- Where available, end-of-grade tests, end-of-course tests, and post assessment must be used as an indicator of student mastery.
- Where statewide assessments are not available, the course must be DPI staff-and/or peer-evaluated before posting.

Credit may not be awarded for school bus driving, office assistance, teacher assistance, or laboratory assistance.

This policy will become effective with the 2004-05 school year.

Middle Grades Education and High School Graduation Requirements

Background Information

HSP-N-004 specifies that mathematics courses taken to meet North Carolina requirements for high school graduation must be completed during grades 9-12.

In North Carolina, students may complete high school courses in middle school. If a middle school student completes a high school course that requires an End of Course (EOC) test, the student must take the EOC for that course. The course appears on the high school transcript, but the student is required to complete the same number of courses toward high school graduation as the student not taking high school courses in the middle grades.

More Rigorous Content in Middle Grades

Research supports more rigorous content at the middle grades. Three current documents summarize international and national trends in mathematics:

Research Study	Summary
Schmidt, W. H., Wang, H. C., & McKnight, C. (2005). <i>Curriculum coherence: an examination of US mathematics and science content standards from an international perspective.</i> Journal of Curriculum Studies, 37(5), 525-559.	<i>This article is an example of many analyses of the TIMSS data that make a case for a more coherent and rigorous mathematics curriculum, especially in grades K-8. Note that most countries in the TIMSS begin secondary mathematics topics in grade 7 and the curriculum is an integrated sequence of topics. This is in contrast to the common curriculum sequence in the United States of 7th and 8th grade mathematics followed by discrete courses in Algebra I, Geometry, Algebra II, and higher levels of mathematics.</i>
Newton, J., Larnell, G., & Lappan, G. (2006). <i>Analysis of K-8 Algebra Grade-Level Learning Expectations.</i> In B. Reys (Ed.), <i>The intended mathematics curriculum as represented in state-level curriculum standards : consensus or confusion?</i> (pp. 59-87). Greenwich, CT: Information Age Pub. Inc.	<i>This report summarizes a cross-state analysis of middle grades mathematics standards in the strand of algebra. According to the report, there is some agreement across the United States regarding which topics should be taught but little consensus regarding grade level placement of topics that should be taught. These findings concur with the TIMSS data mentioned in the Schmidt article.</i>
National Council of Teachers of Mathematics. (2006). <i>Curriculum focal points for prekindergarten through grade 8 mathematics: a quest for coherence.</i> Reston, VA: The National Council of Teachers of Mathematics.	<i>This publication of the National Council of Teachers of Mathematics (NCTM) suggests focus areas for K-8 Mathematics standards.</i>

Middle Grades Education and High School Graduation Requirements

Algebra I & Middle Grades The 2003 revision of the *North Carolina Standard Course of Study for Mathematics* (Grades 6, 7, and 8) contains many of the objectives that were formerly in the 1998 revision of the *North Carolina Standard Course of Study for Mathematics*. In other words, North Carolina’s current standards for middle grades mathematics are much more rigorous than they were prior to 2003. Approximately 60% of the 1998 Algebra I objectives were transitioned into the 2003 Middle Grades objectives.

Policies in other States An informal survey of other states’ policies regarding students taking high school courses (specifically Algebra I) in middle grades was conducted by reviewing websites and email queries to other State Agency staff.

What Other States Are Doing With High School Math Courses Taken Before Grade 9?			
State	High School Math/Alg.1 before Grade 9?	High School Graduation Credit Awarded?	Comments
CA	Yes	Yes	<ul style="list-style-type: none"> •Students must complete 2 years of mathematics in grades 9-12.
DE	Yes	Yes	<ul style="list-style-type: none"> •Currently 3 math credits are required for graduation with at least 2 of the three being taken in grades 9-12. •4 credits will be required effective with the class of 2011. 4 credits will be required effective with the class of 2011. •Current 8th graders will be required to take a math class their senior year.
GA	Local Decision	Local Decision	<ul style="list-style-type: none"> •Students must take 4 years of mathematics in high school.
IN	Yes	Local Decision	<ul style="list-style-type: none"> •For the general diploma, students have to earn at least 4 credits in grades 9-12. •For the honors diploma, students have to take at least one year of math or physics in their last two years of high school.
KY	Yes	Yes	<p>Currently</p> <ul style="list-style-type: none"> •The teacher must be certified in math to give high school credit. If credit is given, it can be one of the three credits to graduate. •The student must demonstrate mastery of the middle level content as specified in the Program of Studies. The district must have placement criteria in place. <p>The following amendments are proposed for the graduating class of 2012:</p>

Middle Grades Education and High School Graduation Requirements

What Other States Are Doing With High School Math Courses Taken Before Grade 9?			
State	High School Math/Alg.1 before Grade 9?	High School Graduation Credit Awarded?	Comments
			<ul style="list-style-type: none"> •High schools must accept credit toward high school graduation for high school coursework taken by students in grade 5, 6, 7, or 8. • Students must take mathematics every year in grades 9-12.
LA	Yes	Yes	<ul style="list-style-type: none"> •Students receive graduation credit if the teacher is certified to teach high school math. If not, students must take a state End-Of-Course exam.
MA	Local Decision	Local Decision	
ME	Local Decision	Local Decision	
MI	Yes	Yes	<ul style="list-style-type: none"> •"Testing Out" is an option to demonstrate that a student meets or exceeds the content expectations associated with the subject credit area and the earned credit counts as a required credit for graduation and reduces the number of credits required.
MO	Yes	Yes	
NY	Yes	Yes	<ul style="list-style-type: none"> •District staff decides whether a student has demonstrated readiness to begin high school courses in the 8th grade. •Students may receive up to 6.5 credits toward graduation without taking the courses with staff determination, a score of at least 85% on the state examination, and meeting other school requirements such as labs, special projects, or oral examinations.
OH	Yes	Yes	
OK	Yes	Yes	<ul style="list-style-type: none"> •Graduation credit is not received if the course is taken prior to Grade 7. •Effective with this year's 7th graders, students must have three years of mathematics between grades 9-12.
SC	Yes	Yes	
TX	Yes	Yes	<ul style="list-style-type: none"> •Students may receive credit-by-examination and there is no limit to the number of course credits students may earn by credit-by-examination. •While students may take and pass a high school level course in 8th grade and retake it in high school, both grades are recorded but the district determines which grade will receive graduation credit.
VA	Yes	Yes	
WA	Yes	Yes	<ul style="list-style-type: none"> •If requested by the student and his/her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements.

Middle Grades Education and High School Graduation Requirements

Issues The following are two of the most critical issues relating to students taking a high school Algebra I course in middle school:

Readiness/Placement into Algebra I

Any middle grades student who enrolls in Algebra I must be adequately prepared for success, including demonstrated mastery of the current standards for Grade 8 mathematics. The prerequisite skills for Algebra I as outlined in the *North Carolina Standard Course of Study* for Mathematics adopted by the State Board of Education in 2003 are as follows:

- Operate with the real numbers to solve problems.
- Find, identify, and interpret the slope and intercepts of a linear relation.
- Visually determine a line of best fit for a given scatterplot; explain the meaning of the line; and make predictions using the line.
- Collect, organize, analyze, and display data to solve problems.
- Apply the Pythagorean Theorem to solve problems.

Each of these prerequisite skills is found in the middle grades mathematics standard course of study. In particular, each of these is addressed in the 8th grade year.

A Case for four years of mathematics during high school years

A report by Adelman (2006) makes the case that most students should complete four years of mathematics during high school with the minimum completion being one mathematics course beyond Algebra II (or Integrated Mathematics III). [Adelman, C. (2006). THE TOOLBOX REVISITED Paths to Degree Completion from High School Through College. Retrieved 11/4/06, from <http://www.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf>

EXECUTIVE SUMMARY

Title: Discussion of Carl D. Perkins Career and Technical Education Act of 2006 Transition Plan

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #115C-154
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Ms. Rebecca Payne (Director, Career and Technical Education)

Description:

The new Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270 (Perkins IV) gave States permission to develop a one-year (2007-2008) Transition Plan to develop with their stakeholders a five-year (2008-2013) State Plan to meet the performance indicators in the Perkins IV legislation. During this year (2007-2008), the State also will modify the data collection process to meet the indicators. A draft of the Transition Plan that will be submitted in April for approval to the United States Department of Education is available at http://www.ncpublicschools.org/workforce_development/perkinsIV/transition07.pdf.

Resources:

Federal Career and Technical Education Funds

Input Process:

Three national conferences to prepare for implementation of the law - attended by state and local Career and Technical Education representatives; monthly conference calls with the fifty states from the United States Department of Education and professional associations for consultations; local education agencies, postsecondary, and other State agency representatives

Stakeholders:

Teachers, students, Career and Technical Education local administrators, local school administrators

Timeline For Action:

This item is submitted for discussion during the March 2007 SBE meeting and will return for action at the April 2007 SBE meeting.

Recommendations:

The Board is requested to review the draft of the Transition Plan that will be returned for action at the April meeting.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Dianne Barnes, 919-807-3818

Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV)

Summary of Transition Plan

Purpose of the Act

The Act is to provide continuing Federal support for rigorous Career and Technical Education (CTE) programs that prepare future-ready students for 21st Century globally competitive workforce. The Act envisions that all students will achieve challenging academic and technical standards and be prepared for:

- High-Skill
- High-Wage
- High-Demand Occupations

The Act is to provide an increased focus on:

- The academic achievement of Career and Technical Education students
- Improvement of State and local accountability
- Strengthening connections between secondary and post-secondary education

The Transition Plan April 2007 – April 2008 includes:

- Section I. Planning Coordination and Collaboration (not required in Transition Plan)
- Section II. Program administration
- Section III. Provision of services to special populations
- Section IV. Accountability and evaluation
- Section V. Tech Prep programs
- Section VI. Financial requirements
- Section VII. EDGAR certifications and other assurances

Decisions to be made in the Transition Plan for North Carolina are:

1. Measures for state reading/language arts and mathematics achievement of Career and Technical Education investors to mirror No Child Left Behind
2. Groupings to include categories in No Child Left Behind
3. Student graduation rate for Career and Technical Education students as required by Elementary and Secondary Education Act
4. Procedures to acquire input from stakeholders
5. Data systems to capture newly required data

Continuation of North Carolina Directions (new to some states) to be included in the

Transition Plan are:

1. Academic attainment enhancement in – reading/language arts and mathematics in Career and Technical Education
2. Technical attainment of courses with a secured assessment
3. Secondary and postsecondary alignment
4. Maintenance of Tech Prep consortia grants
5. Equal access for Special Populations students
6. Aggregation of data reporting from local to state

Decisions to be made for the Five Year State Plan (due April 2008) are:

1. Identification of high-skill, high-wage, or high-demand occupations
2. Implementation of credentialing for accountability
3. Method of Tech Prep funding through Perkins in Title I or II
4. Adoption of non-traditional definitions
5. Development of processes for rewards and sanctions
6. Use of Reserve Fund
7. Use of new resources to determine current or emerging occupational opportunities
8. Alignment of NC State Board of Education future-ready students with 21st Century Skills with “all aspects of the industry.”
9. Decision to use ten or sixteen pathways/clusters
10. A State adjusted level of performance for each indicator and valid and reliable measurement definitions

EXECUTIVE SUMMARY**Title: 4-Year Cohort Graduation Rate****Type of Executive Summary:**

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute # _____
 SBE Policy # _____
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other NCLB

Presenter(s): Dr. Louis M. Fabrizio (Director, Accountability Services Division) and Dr. Wandra C. Polk (Director, Division of Secondary Education)

Description:

As a part of No Child Left Behind (NCLB), each state in 2002 had to describe its process for reporting high school graduation rates. In North Carolina's Accountability Workbook (which the US Department of Education [USED] approved), the process included a description of what North Carolina could report during the first four years of NCLB and then a definition which follows a group of students from ninth grade to the expected graduation date four years later (usually referred to as a 4-Year Cohort Graduation Rate) that could be reported after the 2005-06 school year. See <http://www.ncpublicschools.org/docs/nclb/federal/consolidated/071206acworkbook.pdf>, page 34, for the descriptions of the different graduation rates approved in the North Carolina Accountability Workbook.

This is the first time that North Carolina is reporting graduation rates using the 4-year cohort methodology. However, because of how the rates are calculated, the use of the new rates will not be used for NCLB AYP (adequate yearly progress) reporting until the 2006-07 results are reported next summer. LEA and state level results are included. Attachments will be presented at the March meeting.

Resources:

Staff, programmers and LEA time and effort

Input Process:

Compliance Commission and various other advisory committees

Stakeholders:

Students, schools, General Assembly and public

Timeline For Action:

This item is being presented for information at the March Board Meeting.

Recommendations:

No action required.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: PowerPoint Presentation

- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____

- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin,919-807-3771